DOCUMENT RESUME

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ABSTRACT

This program, included in "Effective Reading Programs...," serves 2,400 junior high school students from middle- and low-income families. The program provides, for remedial purposes, one hour per day for instruction in reading, in addition to a period for language arts. Students' skill deficiencies are diagnosed at the beginning of the year with the Stanford Diagnostic Reading Test. The teacher prescribes and teaches according to the results of the diagnostic testing. Behavioral objectives for the reading skills are correlated to the curriculum and focus on skills in word recognition, comprehension, rate, critical reading, and appreciation. Classes are grouped according to skill needs, as well as instructional level, and a broad range of instructional materials is provided for each level. Evaluation is an ongoing process consisting of the following methods: formal and informal test results, checklist of skills, oral reading, teachers' observations, independent reading, records, and self-evaluation. (WR)

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WAUKEGAN PUBLIC SCHOOLS

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READING INSTRUCTION THROUGH DIAGNOSTIC TEACHING

JUNIOR HIGH

CS 001 920

Developed by
Margaret Morrissey
Supervisor of Elementary Education

Community Unit District
Waukegan, Illino
Fall 1972 - Revised 19

READING INSTRUCTION
Junior High School

Reading Instruction in the Junior High Schools is essentially a continuation of the developmental program that exists in the elementary grades; however, to assure accurate placement and a diagnosis of strengths and weaknesses for individual students, the Stanford Diagnostic Reading Test is administered to all sixth graders prior to entrance into the Junior High School.

The attached objectives for the teaching of reading skills have been listed to correlate with test items in order to provide teachers with an indication of where specific skills are taught in each instructional program. Students of average ability who are experiencing reading difficulties and slow learners probably should be placed in the Open Highways Reading Program. At Grades 7 and 8, readability of this program begins at the fourth grade and gradually moves to a high sixth grade. Students who are functioning at grade level should be placed in Dimensions at Grade 7 or Challenges at Grade 8.

Students reading significantly below a fourth grade readability will probably benefit most from instruction in the Scholastic Action Series and supplementary materials designed to meet specific skill deficiencies. Students who are reading significantly above grade level should function effectively in Projections in Literature (Grade 7) and Counterpoint in Literature (Grade 8).

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Grade 7)

Placement into instructional programs should be made by analysis of Stanford Diagnostic Reading Test results and an evaluation of cumulative records. Should your subjective judgment question these group test results, do consult the Reading Resource Specialist assigned to your building for an individual diagnosis for placement and skill deficiencies.

The instructional program should be paced according to student needs throughout the school year; however, if our ultimate goal in reading instruction is to develop "readers", equally as much time should be devoted to wide reading (i.e. newspapers, paperbacks, library materials, supplementary literature, etc).

Evaluation should always be continuous; however, mid-term and mastery tests will support your daily findings. Do consult your Reading Resource Specialist for assistance in interpretation of results and recommendations.

Margaret Morrissey
Supervisor of Elementary Education
September 1974

2.

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Grade 7	Challe
I. Word Recognition Skills			
A. Phonic Analysis Skills			
1. Consonant Letter - sound association -Given a list of words auditorily the learner can identify the initial, final and medial sound and associate that sound with the consonant letter that stands for the sound.	119	42	
2. Consonants and their varient sounds The learner can recognize the varient sounds of s, c, and g in words like sit, trees, sure, picnic, circus, giant, good, drag, cage, cake, city. The following consonants have more than one sound -- c, g, s, q, d, x, t, z --but varient sounds of s, c, and g are most common.			
3. Consonant blends			
a. When directed to listen for the first two sounds-i.e.,st, sk, sm, sp, sw, sn,- in a word pronounced by the teacher,the learner is able to (1)identify words that begin with the same two sounds,and (2) identify the two letters that make the initial sounds.			
b. The learner is able to pronounce nonsense words that contain the following blends, st, sk, sm, sp, su, sn.			
4. Three letter Consonant Blends			
a. When directed to listen for the first three sounds - i.e.,scr, shr, spl, spr, str, thr - in a word pronounced by the teacher, the learner is able to (1) identify words that begin with the same three sounds and (2) identify the three letters that make the initial sounds.			
b. The learner is able to pronounce nonsense words that contain the following blends, scr, shr, spl, spr, str, thr.			

	Dimensions	Open Highways Grade 7	Challenges	Open Highways Grade 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
ven a ound ant	119	42			36,40	18		17, 19, 32
nds sure, cake, than t mmon.					38,40	19,20	63,68,94, 174,181, 185,227	
t two the that 2) he					36,39			
ense ds,								
t or, he me ree t ense nds,					39			

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Chall
5. Common Consonant Digraphs a. When directed to listen for the first two consonant combinations-ch, th,sh, wh, ng, nk - that result in a single new sound, the learner is able to (1)identify the words that begin with the same initial sound and (2) identify the two consonant letters that make the initial sound.			
b. The learner is able to pronounce nonsense words that contain the following digraphs ch, th, sh, wh, ng, nk.			
6. Silent Letters a. The learner demonstrates his knowledge of silent letters by correctly pronouncing words like the following: knife, gnat, write, dumb, doubt, high, flight, eat, read, four, believed. Note: Silent consonants commonly occur in the following combinations:(k)n,(g)n, (w)r, (m)b, i(gh), (t)ch. b. The learner is able to pick out the silent letters in words.			
7. Vowel Sounds a. Long and Short Vowel Sounds (1) The learner is able to pronounce real words and nonsense words with a single long vowel sound and to identify the vowel heard (e.g. nose, brile, cheese, seat, labe).		95,110, 284,348	
(2) The learner is able to designate the letter that makes the single vowel sound in a word and indicate whether the sound is long or short.		95, 110, 284,348	
b. r - Controlled Vowels (1) The learner is able to pronounce words with r-controlled vowels. (2) The learner is able to name the vowel that is r in nonsense words pronounced by the teacher(e.g. darl, mur, der, forn, girt).		95,110, 284,348	

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
rst two wh, w dentify ini- o con- l						18		
onsense igraphs						19		
dge of ncing nat, at, ccur in n, silent						18,22	43,48,58 68,165, 179	
ce real iden- ,		95,110, 284,348		12,50,158 264,357	41,42,45	21,22	22,26,31, 38,43,58, 123,127, 131,151, 155,165, 169,181, 190,227, 231	34,42, 302
te the owel ether		95, 110, 284,348		12,50,158, 264,357	41,42,45	21,22		34,42, 302
ce rds darl,		95,110, 284,348		12,50,158, 264,357	41,42,45	21		52,105, 150,302, 315

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Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Challe
Note: Because er, ir, and ur have the same sound, e, i, or u, is the appropriate response in er, ir, or ur words.			
c. Letter a plus l (1) The learner is able to pronounce words in which there is an al combination (e.g. ball, halt). (2) The learner is able to name the vowel and the subsequent letter in al nonsense words; pronounced by the teacher.			38,249
d. Letter a plus w (1) The learner is able to pronounce words in which there is an aw combination (e.g. draw, lawn, saw). (2) The learner is able to name the vowel and the subsequent letter aw nonsense words pronounced by the teacher.			38,249
e. Dipthongs oi, oy, ou, ow, ew (1) The learner is able to pronounce words in which there is an oi, oy, ou, ow, ew combination (e.g. house, boy, soil, cow, new). (2) The learner is able to identify the two vowels in oi, oy, ou, ow, ew, in nonsense words pronounced by the teacher. (Given an explanation that two vowels sometimes have a single sound, the learner (1) indicates when words pronounced by the teacher have a vowel team and (2) names the vowels in the team.)			38,249
f. Long and short oo (1) The learner is able to pronounce words in which there is an oo combination (e.g. look, book, choose).			38,249

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
the ur								
e na- al			38,249	12				42,45,52 60,315
e			38,249	12	44			52
e ou, , w, in t r			38,249	12,264	44,46	23	99	48
e nation			38,249	12	43	23		48,302

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Chal
(2) The learner is able to indicate when oo (choose) or the short oo (book) sound.			
8. Vowel Generalizations			
a. Short vowel generalizations - Given a real or nonsense word in which there is a single vowel and a final consonant, the learner gives the vowel its short sound (e.g. egg, bag, is, at, gum) except with exceptions known as sight words (e.g. cold, bold, sight, fight).	146		
b. Silent e generalization - Given a real or nonsense word that has two vowels, one of which is a final e separated from the first vowel by a consonant, the child first attempts pronunciation by making the initial vowel long and the final vowel silent (e.g. cake, tube, mape, jome) except with exceptions known as sight words (e.g. come, have, prove).	146		
c. Two vowels together - Given a real or nonsense word that has two consecutive vowels, the child first attempts pronunciation by making the first vowel long and the second vowel silent (e.g. beat, meet, bait, each) except when the two vowels are known dipthongs (i.e. oi, oy, ou, ow, ew) or when the word is a known exception (e.g. bread, true, August).	146		
d. Final Vowel - Given a real or nonsense word in which the only vowel is at the end, the child gives the vowel its long sound (e.g. go, she, me, he).			
B. Structural Analysis Skills			
1. Compound Words - The learner is able to identify compound words and specify the elements of the compound word.	199	20	

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
ook)								
eal	146					25		52, 105 150, 315
h old,								
or of irst	146					25		
– and t, are)	146					23,24,25	74,79,84	
word the .g.								52
	199	20					13,17,26,31 84,89,123, 151,155, 158,161, 169,174, 200,203	

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Chal
2. Contractions - The learner is able to identify simple contractions (e.g. I'm, it's, can't) and use them correctly in a sentence.			
3. Plurals a. The learner is able to tell when known words are singular or plural and use them correctly in a sentence.			
b. The learner is able to select more difficult singular and plural forms of words (e.g. mice, lady, children, dresses, circus).			
4. Base words with prefixes and suffixes - The learner demonstrates his understand of how base (root) words are modified by prefixes and suffixes by adding or selecting appropriate affixes to root words in context.	93, 105, 304	76, 111, 142, 163, 238, 339, 379	101,
5. Syllabication Generalizations - The learner demonstrates his ability to apply syllabication generalizations by dividing given words into sound units. The learner indicates the number of parts in a word and draws a slanted line between the parts.			
a. Given a real or nonsense word in which there are two consonants between two vowels the learner divides between the two consonants (e.g. but-ter, but-ler (vc-cv).			
b. Given a real or nonsense word in which there is one consonant between two vowels, the learner divides before the consonant (e.g. to-ma-to, stu-dent (v-cv).			
c. Given a real or nonsense word in which a prefix or suffix is added, the learner demonstrates an understanding that the syllabic division of a word is not changed by adding a prefix or a suffix. The affix usually becomes a syllable (e.g. re-turn, say-ing)			

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
ntify t)						9		
n them							53,185, 231, 234	19
f sses,								61
he w s and te	93, 105, 304	76, 111, 142, 163, 238, 339, 379	101, 142	12,16,71 131,224	24,35	6,7,8,10, 11,12,13, 14,15,16	17,47,89 99,107, 118,158 161,169, 179,185 203	61,63,70, 123,130, 139,182, 190,195, 210,226, 248,277, 279,292, 338,357,374
er ca- rds the nted					47,49,52			
h					47,49,51			
e two -cv). h wels, ant					47,51			
h ner e anged e . re-					50			

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Chal
d. Given a real or nonsense word in which there is a digraph or blend, the learner demonstrates that the digraph or blend remains in the same syllable. (e.g. ei-ther, a-cross, de-scribe).			
6. Accent a. The learner is able to indicate the accented part (syllable in known words, primarily two syllable ones.)	158,246, 144		
b. The learner is able to indicate the primary and secondary accent in words of more than two syllables.			
7. The Schwa - The Learner is able to specify the syllables in known words that contain the schwa.			
C. Independent and Varied Word Attack Skills 1. The learner is able to demonstrate in both self directed and teacher directed reading usage of a variety of skills (i.e. picture clues, context clues, structural analysis, sound/symbol analysis, comparison of new to known words) in attacking unknown words at his instructional level.			
II. Comprehension Skills			
A. Literal Comprehension			
1. Word Meaning a. Using phonic skills (see part I) b. Using structural skills (see part I)			
c. Using picture context - The learner demonstrates his ability to identify a word when the meaning is shown in a pictorial illustration. The learner is able to use the word in a sentence correctly.		76	

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
which graph lable. e).								
the words,	158,246, 144				47,48,52	34, 26,27,28, 29,30,31,		93
the words						28,29,32		226,357
pecify tain								
s n both eading icture lysis, new to rds at					7,8,9		207,213, 237,241	
t I)								
ner tify a n a ner is ce		76						8,32,42 52,70, 173,328, 376

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Challe
d. Using printed context (1) Synonyms - The learner is able to determine the meaning of an unfamiliar word when a synonym is used to indicate meaning (i.e. Not many animals live in arid or dry lands.)	105,125, 264	125	
(2) Restatement - The learner is able to determine the meaning of an unfamiliar word when a phase which explains the meaning of the word is inserted in the sentence (i.e. Arid lands, those with little water, support less life than other kinds of land).	9		
(3) Definition - The learner is able to determine the meaning of an unfamiliar word when a brief explanation is given within the sentence (i.e. An arid land is a very dry land).	39		
(4) Example - The learner is able to determine the meaning of an unfamilair word by a familiar example given in the sentence (i.e. A desert is an arid land).			
(5) Contrast - The learner is able to determine the meaning of an unfamiliar word when a contrasting clause is inserted in the sentence (i.e. We find less life on arid land than we do on land with plenty of water).			
(6) Comparison - The learner is able to determine the meaning of an unfamiliar word when a comparative clause is inserted in the sentence (i.e. It was an arid land, as dry as any desert I ever saw).			
(7) General - The learner is able to determine the meaning of an unfamiliar	25,39		274,3

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skill	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
to iliar nimals	105,125, 264	125		12	11,100			297
able — is id s of	9				11			
ble — ation .	39			79	11,20,22			263,284
to ilair in					21			40
to iliar find					21			40
ble e e as					20			40
to iliar	25,39		274,313	34,58,79	11,20,22, 67		17,169, 190	40

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Challeng
word from a general statement (i.e. We moved from the mountains to an arid valley).			
e. Using the dictionary			
(1) Alphabetical order - The learner is able to arrange words having the same first letter in alphabetical order according to the second, third, and fourth letters.			
(2) Location - The learner demonstrates the ability to locate the section of the dictionary where the given word would be found (i.e. 1/3 to a-f, 2/3 to g-p, 3/3 to q-z).			
(3) Guide words - The learner is able to determine the location of a word on a page by referring to the guide words in the upper left and right corner of the page.			9
(4) Definition - The learner is able to select from several meanings listed in the dictionary the meaning which fits the given context.	64,164	120.122, 163,286, 301,359	
f. Recognizing Synonyms, Antonyms, Homophones			
(1) Synonyms - Given two columns of words the learner demonstrates he can find words that mean the same thing.	264	86,156, 190,222, 348	38,224, 445,464
(2) Antonyms - Given two columns of words, the learner demonstrates he can find words that mean the opposite.	224	86,386	
(3) Homophones - Given a pair of words that sound alike or are spelled alike, the learner can select the correct word relationship to the context of the sentence in which it is used.	246	81,286, 363	

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
e.								
rner he ird,					167,174	35,36		14-16, 17-18, 42-45
trates of rd 2/3				106	168,174	37		
able to on a rds r of			9		174	38		10,359
ble to ed in fits	64,164	120,122, 163,286, 301,359		106,215	12,13,14, 15,16,63 174			14,19,34,42, 63,150,170, 173,210,320, 328,376
of can ng.	264	86,156, 190,222, 348	38,224, 445,464	35	19,99, 176,177			297
of e	224	86,386		161	10			297
lled con- is	246	81,286, 363		29,45,215	67,99, 169	2		8,17,115

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Challe
g. Identify words with multiple meanings - Given a multiple meaning word in varied contexts - the learner is able to choose the meaning appropriate to the context.	56,289, 318,352	104,111, 146,168, 198,207, 222,238	9,54,1 153.16 254
h. Recognizing effect of stress on meaning - Given a word in varied context - the learner is able to demonstrate correct stress in oral reading. The learner is able to make as he reads silently, the emphasis he believes he would hear if he heard the sentences spoken.			
2. Sentence meaning a. Identifying reference for pronouns - The learner is able to identify the noun a specific pronoun refers to in a sentence.		148,182	
b. Using typographical aids - (1) Given a sentence the learner is able to interpret the meaning of a sentence determined by placement of punctuation marks.	370	110	
(2) Given a sentence with an expression printed in boldface type or italics, the learner can interpret correct meaning.			
3. Detail The learner is able to recognize and recall the significant details in a reading selection.	25,56,93, 139	96,120, 125,178, 213,274, 301,348, 379	70, 15 168,22 344
4. Main Idea - Recognize and Recall a. Topic of a paragraph. The learner is able to determine in a selected paragraph, the one thing each sentence talked about.			
b. Main idea of a paragraph. The learner is able to determine from a selected paragraph the most important thing said about the topic.	25,119, 130, 139, 164,179, 244,304	8,20,33, 41,51,76, 96,110, 163	9,26,12 142,153 156,168 175,224 344

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
– d se . g – s he	56,289, 318,352	104,111, 146,168, 198,207, 222,238	9,54,114, 153.168, 254	8,45,79, 137,195, 220,309, 343		1,3,4,5, 47		105
				16				254
he ce.		148,182		150	97,98			256,297, 328
ple n on the .	370	110						63,246, 315
ll ction.	25,56,93, 139	96,120, 125,178, 213,274, 301,348, 379	70, 156, 168,224, 344	12,35,50 58,68,106, 150,180, 191,205, 215,226, 253,255, 269,275, 332	65,71,78		15,53,58, 74,78,84, 94,138, 154,155, 158,169	8,14,34,42 48,78,89, 130,139, 190,195, 276,290, 320
able the				12,35, 312	70,72,74, 79			42,320
r is a- bout	25,119, 130, 139, 164,179, 244,304	8,20,33, 41,51,76, 96,110, 163	9,26,125, 142,153, 156,168, 175,224, 344	35,50,58, 68,79,106, 111,131, 150,180.	75,		15,17,22, 26,31,38, 43	34,42,48 70,78,87, 125

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Challe
	316,349, 386,451		
c. Main idea of a selection - The learner is able to determine from a given selection the most important thing said about the topic.	36,304, 386	8,20,33, 42,51,71, 96,110, 125,165, 178,319, 322,339, 348,380, 411,415	142,15 175,20 206
5. Sequence - Recognize and Recall a. Plot development - Given a group of sentences in scrambled order, the learner can number the sentences in the order in which given events happened.	352,370, 399	10,105, 125,133, 142,222, 238,332, 348,379	
b. Character development - The learner is able to name and describe the main characters in a given selection.		111,286, 301	
6. Comparison - Recognize and Recall a. Characters - The learner is able to recognize and recall similarities of characters.	130,264	198,238, 301	926,10 168,46
b. Time - The learner is able to recognize and recall similarities of time.	79,93	42,62, 133,142, 146,148, 238,332, 339	126,15 313,45 481
7. Cause and Effect - The learner is able to point out a relationship between actions and events and their result.		96,120,168, 284,322, 332	

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
	316,349, 386,451			182,191, 195,205, 226,255, 269,275, 332,347				146,188,193 195,242, 290
r is ion he	36,304, 386	8,20,33, 42,51,71, 96,110, 125,165, 178,319, 322,339, 348,380, 411,415	142,153, 175,204, 206	44	77		48,53,58, 63,67,68, 74,78,84, 89,94,99,107	98,290,320, 328,357
rner in	352,370, 399	10,105, 125,133, 142,222, 238,332, 348,379		275	86,88		31,38,43,48 53,59,63,67 68,74,78,84 89,94,99, 107,210, 258	34,52,61, 93,98,302, 335,336
		111,286, 301						19,34,52 70
	130,264	198,238, 301	926,101, 168,464					256,328
e	79,93	42,62, 133,142, 146,148, 238,332, 339	126,153, 313,454, 481	22,35,63, 195,201, 282,343	85.86			93,222, 256,279, 297,320, 350,374
		96,120,168, 284,322, 332						210,212, 315,335, 336

12.

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Challe
B. Inferential Comprehension			
1. Drawing Conclusions - The learner demonstrates his ability to make a decision, judgment, or opinion which is based on the selection but not specifically stated by the author.	9,139,146, 199,209, 244,264, 289,304, 318,430, 438	62,104,120, 146,148, 158,213, 263,274, 319,322,380	26,54, 215,2 358,4 445,4 4
2. Main Ideas - The learner demonstrates his ability to state the author's main idea in a given selection which has not been specifically expressed.	285,304, 386,413, 451	163,168, 190,411	114,2 299,3 381,3 399,4 454
3. Sequence - The learner is able to predict what has happened before and after a stated event even though the author has not specifically stated these.	304,352, 370,399		175
4. Comparisons - The learner is able to note similarities in a given context although the author has not made specific reference to the similarities.	36,56,79, 119,130, 158,179, 199,244, 285,318, 370,455	274,301, 322,348	38,12 126,1 204,2 481
5. Cause and Effect Relationships - The learner is able to point out a relationship between actions and events and their results which are not expressed but do exist in a given selection.	19,164, 332,370,399	96,168, 222,284, 322,332	168,3 427
6. Make judgments - The learner is able to form an opinion or evaluation which is based on the author's intended meaning.	9,139,146, 199,209, 244,289, 304,318, 430,438	104,111, 122,148, 158,213, 263,274, 301,319, 322,363	26,54 215,3 411,4 454,4

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
trates , or but	9,139,146, 199,209, 244,264, 289,304, 318,430, 438	62,104,120, 146,148, 158,213, 263,274, 319,322,380	26,54,114, 215,224, 358,411, 445,454, 464	8,16,22, 131,158, 187,201, 220,309	67,73,77, 113,115, 116,117		79,84,107 154,158, 165,169, 189	3,302
s in a fically	285,304, 386,413, 451	163,168, 190,411	114,256, 299,358, 381,386, 399,445, 454	8,22,29, 45,71, 128,144, 186,255, 264	112		74	242
t ted	304,352, 370,399		175	22,186				61,87,335
e the o the	36,56,79, 119,130, 158,179, 199,244, 285,318, 370,455	274,301, 322,348	38,125, 126,175, 204,256, 481	8,22,45, 63,79,134, 182,205, 309,332, 347				8
rner een ch n	19,164, 332,370,399	96,168, 222,284, 322,332	168,330, 427	79,137, 215	91,93		94,103	34,212, 226,315, 335,336
ased	9,139,146, 199,209, 244,289, 304,318, 430,438	104,111, 122,148, 158,213, 263,274, 301,319, 322,363	26,54,114, 215,358, 411,445. 454,464	16,134, 158,181, 191,201, 220,224, 282,309	67,73,115, 116,117		143,154, 158,169, 174,189, 233	113,115, 167,173 210,212 313

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Challe
7. Identifying character traits - The learner can describe character traits of a given individual which have been demonstrated by the characters actions.	64,119, 209,264, 340,352, 386	29,62,86, 142,213, 274,286, 301,367, 388	9,411, 427
8. Predicting Outcomes - The learner can predict what is most likely to happen next from what he has read.		40,86,213, 222,359, 415	
9. Interpreting figurative language - The learner can give a literal interpretation of the figurative expression as opposed to the intended meaning derived from context (note: can be humorous)	39	274	70,89, 182
a. Simile - The learner is able to identify the two different things or ideas that are being compared and give a literal interpretation of same (e.g. father is cross as a bear).		20	26
b. Metaphor - The learner is able to identify the object of which the name action or description is applied to another to imply a likeness between the two (e.g. Father is a bear).		110	26
c. Metonymy - The learner is able to identify words used for one thing for that of another it naturally suggests. [e.g. The pen (power of literature) is mightier than the sword(force).]			
d. Personification - The learner is able to identify a lifeless thing which is spoken of as alive.			
e. Synecdoche - The learner is able to identify the figure of speech by which a part is put for a whole (e.g. All hands on deck).			
f. Idiomatic expressions - The learner is able to give a literal meaning to an expression that cannot be understood from ordinary meanings of the words in it.(e.g.Mother hit the ceiling).		10,27,29, 209,395	

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
	64,119, 209,264, 340,352, 386	29,62,86, 142,213, 274,286, 301,367, 388	9,411, 427	12,128, 187,282, 317			151,165	19,34,70 195,226, 279,302
ict at		40,86,213, 222,359, 415		226,264			143,165, 174	151
rner e:	39	274	70,89, 182	29,160, 282	60,61,62			
fy		20	26	44	101,105			150
e		110	26	44,213	102,105			150
s								
to ken				44				277
a s								
		10,27,29, 209,395		160,161	68,69			105,277

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr.7	Challen
g. Hyperbole - The learner is able to identify specific words that have been for the effect of exaggeration (e.g. waves as high as mountains).	119	86,170	
h. Oxymoron - The learner is able to identify the figure of speech in which words of opposite meaning are used together (e.g. cruel kindness).			
III. Rate of Reading			
A. Type of Material The learner demonstrates that he reads fictional material at a more rapid rate than factual material.	64,93,119, 246,316, 332,386		54,89,1 249,274
B. Level of Difficulty The learner adjusts his reading rate approximately as reading materials become more or less difficult.	64		59,89,1 175,249 274,330 358,445 464
C. Purpose			
1. Skimming - The learner demonstrates he can preview printed material at a rapid rate for a general overview.	93	103	224,299, 330,386, 464,481
2. Scanning - The learner demonstrates he can cover printed material at a rapid rate for the purpose of locating specific information.	438	40,207, 319	381
IV. Critical Reading			
A. The learner demonstrates his ability to do critical reading at his instructional level.			
1. Distinguishing reality and fantasy. The learner can give specific examples within a given selection of factual information or an imaginative statement.			

	Dimensions	Open Highways Gr.7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
to ve tion s).	119	86,170			103,105			105
to n are ess).					104,105			
	64,93,119, 246,316, 332,386		54,89,126, 249,274					
me	64		59,89,153, 175,249, 274,330, 358,445, 464	314	150,151			222
he a-	93	103	224,299,313 330,386, 464,481	8,29,50 54,58,68, 191,205,226, 255,269,282, 314				
he id	438	40,207, 319	381	54,205,	134,135			78,166, 167,290
do								
les ment.								

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr. 7	Challe
2. Distinguishing fact and opinion. Given statements in or out of context, the learner is able to make valid judgments as to whether the statements represent fact or opinion.	93,430		101,16
3. Determining adequacy and completeness. Given statements in context, the learner is able to make valid judgments as to their adequacy or completeness.			
4. Determining relevance. Given statements in context, the learner is able to make valid judgments as to their relevance to the given selection.			
5. Identifying slant and bias. Given a selection in or out of context, the learner is able to identify slant, bias, and propaganda.			142
6. Determining author's purpose/point of view. Given a selection, the learner is able to determine the author's purpose and/or point of view.	125,146, 207,413		26, 38 126,14 156,17 313,38 454
7. Author's organizational pattern Given a selection, the learner is able to recognize and discuss the author's organizational pattern.			
a. The learner is able to identify the author's plot.	39,187,246		70,274
b. The learner is able to observe and evaluate the ways in which an author reveals the character's traits to the reader.	187,209, 246,307, 413		9,101, 182,224 256,261
c. The learner is able to further identify the author's organizational pattern as to theme, setting, topic development and sequence.			224,330

	Dimensions	Open Highways Gr. 7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Over-head Visuals	Alternate Program	
							Action	Open Highways Gr. 6
ext,	93,430		101,168	91			47,53,58 63,67,68, 74,78,84, 89,99, 107	
ess.								
-				45				
text ant,			142	264				
of ner	125,146, 207,413		26, 38,54 126,142, 156,175, 313,381, 454	16,35,45, 63,174, 215,220, 309	119			89
y	39,187,246		70,274					
r's	187,209, 246,307, 413		9,101, 182,224, 256,261	106,111				
al c			224,330	134,215				

Behavioral Objectives for Reading Skills	Dimensions	Open Highways Gr.7	Challe
d. The learner is able to identify the author's conclusions.			
e. The learner is able to evaluate the competence of the author.	105		313
f. The learner is able to evaluate his personal reaction to a given selection.			89,182 215
V. Appreciation			
A. The learner is able to demonstrate an emotional response (i.e. like or dislike) to a given selection.	224,264, 438		126
B. The learner is able to identify with characters or incidents dependent upon his own experiences.	187,264		
C. The learner is able to personally react to the author's language (i.e. devices, figurative language, rhythm, vividness, humor, satire, irony, emotional effects.)	114,130, 158,163, 187,209, 316		9,26,38 89,101, 224,249 256,274
D. The learner is able to describe specific examples of imagery or sensory appeals.	79,105, 224,264, 316		156,290
E. The learner is able to recognize genre.			

	Dimensions	Open Highways Gr.7	Challenges	Open Highways Gr. 8	Basic Reading Skills	Overhead Visuals	Alternate Program	
							Action	Open Highways Gr. 6
y								
e	105		313	302	121			
e en			89,182, 215	29,34, 146,226, 357				
e)	224,264, 438		126	22,35,45, 161,174, 182,187				
	187,264						99	118,195,200, 203,209,211, 213,227,234, 237,261
t , , s.)	114,130, 158,163, 187,209, 316		9,26,38,70, 89,101,182, 224,249,290 256,274,481	22,34, 224,226				
ic .	79,105, 224,264, 316		156,290	12,150,174, 195,213, 226,314				76,150,101
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